



A STUDY OF PROBLEMS OF WOMEN EDUCATION IN RURAL AREA OF KUCHINDA SUBDIVISION

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ABSTRACT

Man and women are of equal rank but they are not identical. They are a peerless pair being supplementary to one another each helps the other, so that without the one the existence of the other cannot be conceived, and therefore it follows as a necessary Corollary from these facts that anything that will Impair the status of either of them will involve the equal ruin of them both.

Man is supreme in the out ward activities of a married pair and therefore it is in the fitness of things that he should have a greater knowledge, there of on the other hand. Home life is entirely the sphere of women and therefore in democratic affairs, in the upbringing and education of children, women ought to have more knowledge.

INTRODUCTION

Education is the bedrock of social and economic development. Through out history, Philosophers like Aristotle and Plato recognized the importance of education use these famous education quotes to inspire others to follow the path of knowledge. It is only through education that we can hope to eradicate. Social evils.

Education is not preparation for life; education is life it self.
John Dewey

An educated person is one who has learned that information almost always turns out to be at best incomplete and very often false, misleading, fictitious mendacious Give and a girl an Education and introduce her properly in to the word, and tend to one but she has the means of setting well, without further expere to any body "Jane Austen

Mahatma Gandhi says By education, I mean an all round drawing out of the best in child and man body mind and spirit", Education is a process which draws out the best in man with the aim of producing a well-balanced personality culturally refined, emotionally Stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally up right, and internationally liberal. These words show relation of education with life, Character, ideas and Ideals.

Illiteracy Among Woman

As for illiteracy among the woman, its cause is not mere laziness and inertia as in the case of men. A more potent cause is the status of inferiority with an immemorial tradition has, unjustly branded her man has converted her in to a domestic druge and an instrument of his pleasure, instead of regarding her as helpmate and "better half the result is a semi-paralysis of our society woman has rightly been called the mother of the race we owe it to her and to our selves to undo the great wrong that we have done here.

Female Education

Female education is a catch-call term for a complex set of issues and debates surrounding education (Primary education, secondary education, tertiary education, and health education in particular) for girls and woman. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. ASO involved are the issues of single-sex education and religious education in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in contemporary discussions of educating females as a global consideration.

While the feminist movement has certainly promoted the importance of the issues attached to female education the discussion is wide-ranging and by no means narrowly defined. It may includes, for example, AIDS of education. Universal education, meaning state- provide primary and secondary education independent is not yet a global norm, even if it is assumed in most developed countries. In some western Countries, women have surpassed men at many levels of education for example, in the United States in 2005/2006 woman earned 62% of associated degrees, 58% of bachelor's degrees, 60% of master's degrees, and 50% of doctorates.

Education for woman with handicaps has also improved. In 2011, Giusi spagnolo became the first women with Down syndrome to graduate college in Europe (she graduated from the University of palemo in italy).

Improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves The prospects of their entire community In fant mortality rate of babies whose mothers have recieved primary education is half that of children whose mothers are illiterate.

Higher attendance rates of high schools and University education among women, particularly in developing countries, have helped them make inroads to professional careers with better - paying Salaries and wages. Education increase a woman's (and her partner and the family's) level of health and health awareness furthering women's level of Education and advanced training also trends to lead to later age at Initiation of sexual activity and first intercourse, later age at first marriage, and later age at first childbirth, as well as an first Increased likelihood to remain single, have no children, or have no formal marriage age and alternatively, have increasing levels of Long-term partnerships. It can lead to higher rates of barrier and chemical contraceptive use (and a Lower level of sexually transmitted infections among women and their partners and children), and can increase the level of resources available to woman and who divorce or are in a situation of domestic violence. It has been shown, in addition, to increase women's Communication with their partners and their employees, and to improve rates of civic participation such as voting or the holding of office.

The Role of the Government to Solve the problems

The government has made it mandatory for an Indian child between the ages of six of fourteen years to attend school. In addition, the government has availed free food especially Lunch across the Country overall; educating a woman leads to the progression and development of the family in most instances.

(a) Nation wider demographics: World Education's programs help girls enroll and stay in school and help women gain access to or create new educational, financial, and social resources in their communities.

- Women's education in India is one of the fore most concerns of the Government of India as well as of the society at large. It is due to the fact that at the present time, the educated women play a very significant role in overall development and progress of the country.

(b) Advantages of a women's education: To be female in the 21st century poses extensive challenges and opportunities. Thousands of young women have made the decision to attend a women's college to better prepare for the years ahead

The advantages of girl's women's education!

- Social Development
- Social Equity
- Economic productivity.

c) Disadvantages: According to some, if the female is married then the working pattern is disturbed due to their family matters. this is because females pay more attention to their family rather than their work.

d) Present position:

- The present position of educating a woman is Irrefutable.
- Education boosts a woman's self-esteem, her employment opportunities and her ability to deal with the problems of the world around Her.
- There are many reasons that prevent girls from going

to school. poverty, pregnancy, school-based violence, early marriage are some of the major obstacles to girl's education worldwide school fees, the threat of violence on the way to and in school, and the perceived benefits of girl's domestic work keep girls out of school. Pregnancy and early marriage cut short adolescent girl's schooling before they have completed secondary school.

Need and significance of the study

Education is universally regarded as an Instrument of Improvement in the status of women It is considered a step Ladder for occupational and social mobility. The post independence period has witnessed a significant improvement in women's education. The southern region had a relatively favorable record in the field of women's education but even here the education gap between boys and girls still persists. General education is very important not only for men but also for women Because it is the education that makes men and women living interesting and intelligent. It also makes a person a good citizen of his society. Educate a man and we educate one person.

Constitution of India Guarantees free Primary education for both boys and girls up to age 14. Education in India plays a vital role in the overall development of the country. this proves that educated women promote education in their family Despite having all kind of women education education programme still there is a bottle neck in achieving 100 percent of women education in India to find .Hence the study was focused to find the level of awareness among the girls towards various problems for the women to Continue their studies. If they get some awareness definitely in the future Course of action the possibility to achieve 100 percent women education.

Statement of the problem

The present study was focused to find out the hindrances of the female children to pursue their education. Hence the title of the study is "A study of problems of women Education In Rural Area of Kuchinda subdivision."

Definition of the key terms used:

- Steady: to analyze in a scientific manner.
- Problems: Issues or bottlenecks or hindrances for or disturbances.
- Women education: female Children who are pursuing their primary education to higher education.
- Kuchinda: It is one of the subdivision

Objectives of the study:

1. To find out the different kinds of problems of women education in rural areas viewed by the Samples.
2. To find out the significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their demographic variable vi2.,
 - community
 - Nature of the school
 - Group of study in HSC
 - Father's qualification

- Mother's qualification
- Father's accupation
- Mother's occupation
- Annual Income of the family.
- Type of management of the school

Hypothesis of the study:

1. There is no significant different in the opinion of the samples towards problems of women education in rural areas with respect to their father's qualification.
2. There is no significant different in the opinion of the samples towards the problems of women education. in rural areas with respect to their community.
3. There is no significant difference in the opinion of the samples to wards problems of women education in rural areas with respect to their Nature of the school.
4. There is no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their father's occupation.
5. There is no significant difference in the opinion of the Samples towards problems of women education in rural areas with respect to their Annual income of the family.

Limitation of the study:

The following are the limitations of the study.

- The study was conducted only to standard xi students.
- The study was restricted to kuchinda Subdivision Only.
- Only xi Standard Girl Students were comprised as the sample.
- The study was conducted to find out the level of awareness of the samples towards the various problems for women to pursue their education.

Review of Related Literature:

Yadappanavar, A-V- (2013) conducted a CSE Study on factors in fluencing elementary school. the Study based on a case study, identified the major reasons for poor access and retention of children in elementary education in Jamankira block, Sambalpur District, Kuchinda. The study revealed that poverty was the main reason for Children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs Girl's education. was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, play ground were not satisfactory casual parental attitude towards schooling and poor resource Planing were also responsible for poor enrollment of children. The study recommended that incentives Should be provided to low income families to encourage them to spare their daughter for school. Provision of roads / transport, upgradation of lower primary schools into primary and higher primary school and good in frastucture was also recommended.

Kar Jyotirmayee (2012): Promoting girl's schooling in Orissa, Dept of Analytical and Appliededucations. the present study was undertaken to assess the extent to which enrolment in primary and secondary Schools in the state of Orissa is determined by access various education survey records and Statistical abstracts of the state of Orissa the data incorporates a cross-section of

information on the socio-economic and demographic. features of the 30 districts of the state. It was revealed that there is no significant difference. between the factors influencing girls and boys enrolment at the primary and secondary stages of schooling. with regard to primary School enrolment, an Education variable represented by agricultural development plays a major and literacy rate becomes predominant. In Educational system, the role of schools is instrumental in promoting secondary school education, but mot in the case of primary enrolment.

Method selected fore the present study:

Survey method is selected for the present Study. Survey is a procedure in which data are Systematically of colleeded from a population through some from of direct solicitation such as face to face interview, questionnaire ore Schedule.

Sample:

"A sample is a small proportion of a population selected for observation and analysis. By observing the Characteristics of the sample, one can make certain in fluences about the characteristics of the population from which it is drawn." (John W. Best and Jones v. khan 2006, P.26/ the sample for the present Study consists of 225 xi standard female Students Studying in various Higher Secondary Schools in Kuchinda Subdivision was selected by random sampling method.

Tool used:

Suitable tools are used for collecting the data required for the study the the selection of suitable tools is necessary for research. The investigator can use one or more tools for a single study. The nature of the tools depends on the nature of the problem under investigation and the sample of the study.

By keeping the various objectives of the study in mind, here the investigator used self made tool for data collection .i.e. questionnaire. for assessing the awareness of the samples towards the various problems in women education in the rural areas.

Personal data sheet:

The personal data Sheet is prepure to Collect data regarding variables such as community, type of management of the school, nature of school, group of study parents educational qualification and their occupation, annual income of the family, These details are used to interprêt the data. The subjects had to read the items and then either to write or mark their responses in the space provided in the personal data sheet.

Description of the questionnaire:

The questionnaire was constructed with 5 dimensions viz, which mainly hinder the female Students to pursue their studies

- Lack of infrastructural facilities in the school
- Economic problem
- Lack of awareness of the parents towards modern education
- Social problem.
- family Issues

The investigator reviewed various literature and consulting with the subject experts in Which those are the bottleneck of the female Children to pursue their education. Eventually, the investigator made those problems under 5 dimensions. Each dimension has 5 statements respectively. Altogether 25 statements are incorporated after the pilot study.

Validity and Reliability of the tool:

The questionnaire for assessing the awareness of the samples towards the various problems in women education in the rural areas was given to the guide and some other experienced professors in the college to Identify the fitness of the tool. The investigator translated the tool from odia language expert and got its corrected from the research supervisor.

Reliability is the degree of accuracy and Consistency. The tool was subjected to a pilot Study. For establishing reliability test-retest method was employed these scale was administered to 25 students of XI Standard in Kuchinda Subdivision. The investigator scored there responses. After 10 days, the same tool is administered to the same set of 25 students. Again the investigator scored their responses. Then the co-efficient of correlation was computed by using product moment correlation the reliability of learning style questionnaire was found to be 0.83.

Administration of the tool:

After seeking permission from the respected headmasters of school, the investigator visited ten higher secondary school in kuchinda Subdivision. The investigator explained the purpose of his study and created a rapport with the students to avoid fear of testing. The Students were asked to answer the tool promptly. The filled in tools were scored and the data were tabulated analysis.

Scoring procedure: The three point scale was used with agree, undecided and not agrees. Scores allotted for Agree 2 points undecided 1 point and not agree 0 point.

Statistical technique used for the study:

- The following are the statistical techniques were used for the study.
- Mean
- Standard Deviation
- Percentage Analysis
- T test and
- ANNOVA

Analysis of Data:

Testing the objectives of the study:

To find out the different kinds of problems of woman education in rural areas viewed by the samples.

Problem in women education	Opinion	N	Percentage
Lack of infrastructural facilities in the school	Yes	151	68
	No	71	32
Economic Problem	Yes	90	40
	No	135	60
Social Problem	Yes	152	68
	No	73	32
Lack at awareness of the parents	Yes	121	54
	No	104	46
Family Problem	Yes	141	63
	No	84	37

TABLE -1

Percentage analysis of the opinion of the samples towards different kinds of problem in women education in rural areas.

The above table shows that 68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural areas.

60 percent of the sample feel that economic problems in woman education in rural areas. 60 percent of the sample opinion that social problem is one of the hindrances for women to pursue their education.

54 percent of the sample viewed that lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for women to continue their education.

Testing the it hypothesis:

- There is no significant difference in the opinion of the samples towards the problems women education in rural areas with respect to their community.

Between Groups	Sum of squares	d.f.	Mean Square	F	P value	Result
	8.634	2	4.317	0.152	0.85	NS
Within Groups	6291.366	222	28.339			
Total	6300.000	224				

TABLE – 2

ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of woman education in rural areas with respect to their community.

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.85 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis. "There is no significant difference in the opinion of the samples towards the problems woman education in rural areas with respect to their community" is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their community.

There is no significant difference in the opinion of the samples

towards problems of women education in rural areas with respect to their type of management of the school.

	Sum of Squares	Df	Mean	Square	F	P Value	Result
Between Groups	120.30	3	40.102		1.434	0.23	NS
Within Gr	6179.69	221	27.962				
Total	6300.00	224					

TABLE – 3

ANOVA for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their father's qualification.

The above table shows the mean square ANOVA and p value of the samples. The calculated 'P' value 0.23 is greater than 0.05 and it is not significant at percent level.

Hence formulated hypothesis there is no significant difference in the opinion of the samples towards the problems of women education in rural areas with respect to their father qualification is accepted.

It is inferred that the samples do not differ in their view towards the problem of women education in rural areas with respect to their father's qualification.

There is no significant difference in the opinion of the samples towards problem of Women education in rural areas with respect to their Mother's qualification.

Annual income of the family	N	Mean	Std. Deviation	T Value	P Value	Result
Less Than Rs-2 Lakh	132	13.03	5.15			
More than Rs.2 Lakh	93	12.95	5.52	0.120	0.92	NS

TABLE- 4

(t) test for testing the significant deference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their annual income the family.

The above table shows the test for testing the significant difference in the mean scores of the opinion of the samples towards the problems of women education in rural areas with respect to their Annual income of the family.

The calculated p value 0.92 is greater than 0.05 and it is not significant at 5 percent level.

Hence formulated hypothesis "there a no significant difference in the opinion of the samples towards problems of women education in rural areas with respect to their Annual income of the family 13 accepted

It is inferred that the samples do not differ in their view towards the problem of Women education in rural areas with respect to their Annual income of the family.

Discussion of the study:

68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural Areas. 60 percent of the samples feel that economic problem in women education in rural areas the 68 percent of sample opinioned that social problem is one of the hindrances for the women to pursue their education.

54 percent of the samples viewed that Lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for women to continue their education

It is found that still in rural areas the Problem prevails for the women to continue their education. with respect to their demographic variable almost all the samples of the study have highlighted the different problems prevail in rural areas. It is noted that they do not differ in their view with respect to their demographic variable.

Finding of the steady:

68 percent of the samples viewed that lack of infrastructural facilities are the problem in women education in rural Areas.

60 percent of the samples feel that economic problems in women education in rural areas. 68 percent of the sample viewed that Social problem is one of the hindrances fore the women to pursue their education.

54 percent of the samples viewed that lack of awareness of the samples and 63 percent of the samples viewed family problems is also the barrier for Woman to continue their education.

The samples do not differed in their view towards the problems of women education in there Areas with respect to their community.

The samples who study in the Girls School and co education school do not differ in their opinion towards the problems of women education in rural Areas.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their father's qualification

The samples do not differ in their view towards the problem of women education in rural areas with respect to their Annual Income of the family.

The samples do not differ in their view towards the problem of women education in rural areas with respect to their mother's qualification.

Educational Implications:

Remedial Measures for improving the Literacy Level of women in India, the following measure can be considered for bringing phenomenal Change in the plight women's education and empowerment in India

Since the prevailing situation of poor of less enrolment of girls

in schools closes the doors for Development and prosperity of future generation of women, concerted efforts must be initiated jointly by the government, parents and civil society to achieve universal Enrolment for girls without any compromise. The enrolment can be made even mandatory for every girls by the government in the realm of compulsory education.

The ministry of Education both at centre and State level should work out strategic steps to stop firmly. The an going high drop-outs among girls especially in rural, tribal and slums areas with the serious involvement of voluntary organizations in every locality to realize zero drop-out among girls.

The poverty stricken families can be identified through proper research and necessary poverty alleviation services be provided to strengthen the income thereby to enable the families to send their children to schools and colleges without much financial difficulties.

Bonded child labor and child labors practice must be abolished with strict administrative measures and relieved children from bondage should be integrated into schools with suitable defence social mechanism.

The midday meal sheme and other educational supportive services life free text books, Note books, free uniforms, Free bicycles, Scholarships Free bus pass and so on as done in the state of odia can be provided in all states and union territories to lift up the literacy level among girls.

As social evils like dowry, child marriage, caste system and other practices deprive rights education for Children belonging to poor and under privileged families and communities, they should eliminated through well designed packages of mass awareness programmers and social welfare measures with full support of public, political parties, NGOs and government agencies.

Government, voluntary sector and philanthropic organization and individuals should come forward to provide free Education for poor girls and provide free hostel facilities fort girls Studying in schools and colleges in every state of India. This will certainly encourage children of poor families to pursue good and higher education without much impediments.

The parents of Children belonging to poor, underprivileged families must be specially educated with proper social formula to help them to understand the significance of education for their girl children as foundation for empowerment.

Government, NGOs and policy public should work hand in hand to implement the minimum age at marriage (21 and above) Awareness should be created to institutionalize it as a traditional practice cut acrossing castes, religious, community etc.

Government officials, policy makers Political parties and others should have adequate political will and conviction to empower women in India without double standard mind.

The law enforcing machinery should be made really effective with efficient monitoring vigilant system to implement the constitutional and legislative provisions and administrative measures to assure free and compulsory education for all children of this nation without any gender discrimination.

Suggestions for further Research:

The research suggests the following topics for further research. It may stimulate the prospective research workers to do some useful researches in this area.

- This study is limited to selected schools of Kuchinda Subdivision only. It can be extended to other educational districts of odia,
- other variables may be included in the same study
- Further study can be done to measure attitude between state board students and CBSE school Students towards women Education.
- his study may be extended to the comparative analysis of selective subjects.

CONCLUSION:

Education is one of the most important means of empowering women with the knowledge, Skills and self-confidence necessary to participate fully in the development process, "significance of education of girls and women is well recognized by development planners due to Multiple benefits that arrive to women and their family. Despite economic and social benefits derived from women education, vast majority of women in India and other developing countries continue to remain illiterate problem of women in India and other not merely due to lack of parental motivation to educate Children but a problem of access to education It is typically associated with poor and powerless people. Most of poor and socially disadvantages who are bound more severely by activities and work for survival it subsistence agriculture or in the informal sector, undeniably affects their educational participation thus rural and poor women face constraints in terms of time, space and societal expectstons education. For expansion of girls" education State government has taken various initiatives but there is needs to implement the formulated polices rigorously and grow awareness among parents.